

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

Martin School
Manchester School District

DONNA FITZGERALD, Principal
 Telephone: (860) 647-3367

Location: 140 Dartmouth Road
 Manchester,
 Connecticut

Website: myschoolonline.com/site/0,1876,10979-33814-12-14341,00.html

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: K- 5

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 208

5-Year Enrollment Change: -14.0%*

*Between 2002 and 2007, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	60	28.8	44.7	34.2
K-12 Students Who Are Not Fluent in English	6	2.9	5.7	7.0
Students with Disabilities	30	14.4	12.9	10.9
Students Identified as Gifted and/or Talented	0	0.0	1.2	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	16	50.0	65.8	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	138	78.4	79.5	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,038	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	14.0	18.9	18.3
Grade 2	18.5	18.9	19.3
Grade 5	16.5	19.8	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art ¹	40	30
Computer Education ¹	20	17
English Language Arts ¹	475	427
Family and Consumer Science	0	1
Health ¹	15	22
Library Media Skills ¹	20	18
Mathematics ¹	203	198
Music ¹	40	32
Physical Education	40	40
Science	110	98
Social Studies ¹	75	91
Technology Education	0	2
World Languages	0	12

¹Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.9	5.7	7.0
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	53.3	80.7	80.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.9	2.9	3.3
% of Computers with Internet Access	100.0	99.9	99.0
% of Computers that are High or Moderate Power	76.4	76.4	94.6
# of Print Volumes Per Student*	37.7	23.9	28.2
# of Print Periodical Subscriptions	0	12	13

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	15.18
Paraprofessional Instructional Assistants	2.26
Special Education: Teachers and Instructors	2.58
Paraprofessional Instructional Assistants	9.00
Library/Media Specialists and/or Assistants	1.25
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.31
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	6.24

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	17.0	13.9	13.3
% with Master's Degree or Above	63.6	59.6	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	7.6	7.7	8.6
% Assigned to Same School the Previous Year	77.3	71.1	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

In partnership with parents and the community, Martin School staff strives to create a learning environment, which insures that all students are successful. Martin families and our staff accept a mutual responsibility for student learning. The parent/teacher advisory council, the PTA and the HOT School parent/teacher facilitators, guide school improvement, HOT school planning and program implementation.

Every effort is made to promote effective two-way communication between our families and school staff by: reducing educational jargon, helping parents understand standardized and curriculum-based assessments and providing a variety of venues to encourage communication. Examples include newsletters, daily academic planners, the school website with active teacher pages, e-mail, and frequent phone calls home. We also encourage parents to attend monthly Town Meetings at school which showcase student academic learning through the art forms of: dance, drama, music and the visual arts.

Our newsletters and school website are filled with activities, strategies and tutorial information for parents. A home/school primary literacy program provides individualized reading and writing materials that are sent home on a weekly basis. PTA sponsored literacy events such as the "Read-A-Thon," reading nights, fall and spring book fairs provide parents, students and staff with multiple opportunities to engage in reading. Numeracy activities include a one hundredth day parental celebration, ongoing math curriculum updates, a web-based math program and math competitions that can be utilized at home.

In addition to trimester student conferences, as well as a standards-based report card, individual conferences with parents of struggling students are held to plan for support and monitor achievement. We are aware of the importance of reaching out to parents who are not fluent in English, and have provided translators for conferences, and whenever possible, provided English and Spanish versions of school communications.

Parental involvement in our school is extensive. Parents tutor, support math and reading within the classroom, run our Town Meetings and assist with science and technology labs. They also run a yearbook and photography club.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	19	9.1
Black	33	15.9
Hispanic	22	10.6
White	134	64.4
Total Minority	74	35.6

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 2.9% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Martin School has continued to expand its efforts to provide students with opportunities to study and appreciate ethnic and cultural diversity. We have developed and maintained programs that foster a culturally relevant environment and allow for the interaction among diverse groups of students and the community at large.

In order to accomplish these objectives, we have, in keeping with the CT Commission on Culture and Tourism HOT Schools program, expanded our culturally oriented arts programs by inviting a number of guests of varying ethnic and racial backgrounds to present programs that highlight significant historical events and creative accomplishments. Our students had the opportunity to participate in theatrical and musical performances and work with an Artist-in-Residence. Students also visited museum collections that featured art and artifacts from around the world. Students attended the musical performance of the African Children's Choir at the University of CT.

We have continued our participation in town-wide programs that presented opportunities for all ten elementary schools in town to compete, socialize and work together in a variety of educational venues. These included field trips that combined students from both title and non-title schools, the Elementary Cross Country Challenge, town-wide choral and instrumental performances, as well as the "Summer School Primes Program," which is a literacy program grouping students from Martin and other schools town-wide (title and non-title).

We have continued the highly successful activities/programs: "Teaching for Tolerance," a pen pal partnership, "Tribes" (a character education and bias reduction program) and school-wide "Town Meeting" assemblies. We have also continued to expand the purchase of multicultural literature and digital materials.

Martin School has many "Modified School Choice" students in attendance (a program that allowed families the opportunity to select and attend an elementary school of their choice). Through the parallel "Out-of-District" program, many students from other elementary schools chose to attend Martin.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	42.5	38.1	33.6	67.8
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	37.1	49.5	54.6	26.8
Writing	51.4	62.6	62.5	31.3
Mathematics	45.7	63.8	62.8	25.5
Grade 4 Reading	60.5	58.8	60.7	47.2
Writing	72.5	63.8	64.2	61.0
Mathematics	42.5	56.6	63.6	22.5
Grade 5 Reading	82.4	58.1	66.0	81.1
Writing	82.9	60.8	66.5	82.1
Mathematics	76.5	65.6	68.8	62.8
Science	85.7	52.3	58.1	94.6
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.7	95.9	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 10 students were responsible for these incidents. These students represent 4.4% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	5	0
Fighting/Battery	0	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	13	0
Total	18	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Martin School has, and will continue to focus on strengthening the reading/writing connection with an emphasis on non-fiction text. Reading comprehension will remain an area of focus for all students by increasing academic vocabulary and students' general knowledge through the use of Effective Teaching Strategies. Standardized and curriculum-based assessments will be used to drive instruction. In math, students will continue to solve daily open-ended problems and communicate their reasoning strategies through written and/or oral language. Estimating solutions to problems, "Integrated Understandings" of math and algebraic thinking will be a continued focus for the coming school year. We will expand the implementation of the new math program to grades three through five.

Our school theme of "Higher Order Thinking" (HOT) reflects our learning priorities, the first of which is academic excellence. Students must be able to think critically, communicate creatively and solve problems analytically. This year our school implemented revised curriculum in the areas of language arts, math, science and social studies. Professional development training was provided throughout the year.

As our school community continues to become more diverse, an even greater emphasis will be placed upon creating more culturally responsive classrooms and strategies to engage all learners. In addition, two third grade classrooms received grants and became culturally responsive model classrooms for our school and the district. Courageous Conversations training was continued this year. Our equity team will continue to implement the Equity Plan next year.

Parental involvement in PPT meetings and report card conferences were high. Community resources such as interpreters and Manchester Reads were enlisted to support student academic growth.

Martin School has achieved continued success due to the efforts of an active PTA, the School Advisory Council (comprised of parents, staff and community members) and the Student Advisory Council. The following programs and activities are sponsored and supported by our leadership teams: Presidential Academic Awards Program, Governor's Reading Challenge, DARE Program, Running Club, civic projects, visual art exhibitions, and choral and instrumental concert performances. All Martin students demonstrated their learning through "informances" at monthly school-wide "Town Meetings." Gifted students, in grades four and five, participated in the Future Problem Solving with the enrichment teacher. A member of our fourth grade team earned third place in the state competition.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

As a CT Commission on Culture & Tourism, Higher Order Thinking (HOT) School, Martin has created a learning community of students, parents, educators, artists and technical facilitators that have developed and delivered innovative curriculum integration and arts-infused programming that promotes intellectual, academic and creative growth. Art in all its forms is as essential to the development of thinking skills (especially the higher order variety) as the traditional academic disciplines because the study and production of art, music, and drama are highly cognitive processes. Integrated units of instruction have been designed and implemented at every grade level in order to insure that focus objectives are directly addressed. As we continue to implement performance-based learning, all teachers will use data analysis to drive instructional practice and differentiate instruction to meet the needs of all learners. Student goals are utilized to motivate and record academic progress.

Four educational theorists provide the foundation on which the HOT Schools core components are based; they are: Benjamin Bloom (engaging questioning minds through inquiry, investigation and experiential learning), Howard Gardner (multiple intelligences are used to understand and promote student learning and bridge challenge areas), Joseph Renzulli (schoolwide enrichment model for high-end learning develops student's talents) and John Dewey (encourages independent thinkers and active citizens).

Activities and programs have been developed at Martin to implement HOT School and technology goals including: artist residencies, pod casting, enrichment classes, media enhanced instruction and the extensive publication of student literature.

The "Tribes" program is used to build social and intellectual development and to promote democratic practice where every member of the school community is encouraged to contribute. Parents are a vital part of our school's success; we are truly partners in education.
